

1999

Using the Internet to Increase Student Motivation and Improve Communication Skills: Creating an Unusual Jobs Web Site

Deanna Schultz
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1999 Deanna Schultz

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Communication Commons](#), [Curriculum and Instruction Commons](#), and the [Online and Distance Education Commons](#)

Recommended Citation

Schultz, Deanna, "Using the Internet to Increase Student Motivation and Improve Communication Skills: Creating an Unusual Jobs Web Site" (1999). *Graduate Research Papers*. 1506.
<https://scholarworks.uni.edu/grp/1506>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Using the Internet to Increase Student Motivation and Improve Communication Skills: Creating an Unusual Jobs Web Site

Abstract

This project was developed to determine if the Internet could be used effectively in the classroom to increase student interest in their work and improve their communication skills. Students interviewed people they considered to have unusual careers. The information they gathered was then posted to a Web site. Student surveys and teacher observations indicate that the project increased student interest and quality of work. Continuing this project and collaborating with other schools in the future will determine improvement of communication skills.

USING THE INTERNET TO INCREASE STUDENT MOTIVATION AND IMPROVE
COMMUNICATION SKILLS:

CREATING AN UNUSUAL JOBS WEB SITE

A Graduate Project

Submitted to the

Division of Educational Technology

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Deanna Schultz

August 12, 1999

This Research Project by Deanna Schultz

Titled: Using the Internet to Increase Student Motivation
and Improve Communication Skills: Creating an
Unusual Jobs Web Site

has been approved as meeting the research requirements for
the Degree of Master of Arts.

Sharon E. Smaldino

August 17, 1999
Date Approved

Graduate Faculty Reader

Aug 18, 1999
Date Approved

Graduate Faculty Reader

Rick C. Traw

August 24, 1999
Date Approved

Head, Department of
Curriculum and Instruction

TABLE OF CONTENTS

Abstract.....	iv
I. Introduction	
Rationale.....	1
Theoretical and Pedagogical Background.....	3
II. Methodology	
Literature Review.....	6
Project Development.....	8
III. Project Context and Setting.....	10
IV. Conclusions and Recommendations	
Observations and Findings.....	12
Conclusion.....	15
References.....	17
Appendices	
Appendix A.....	18
Appendix B.....	19
Appendix C.....	30

Abstract

This project was developed to determine if the Internet could be used effectively in the classroom to increase student interest in their work and improve their communication skills. Students interviewed people they considered to have unusual careers. The information they gathered was then posted to a Web site. Student surveys and teacher observations indicate that the project increased student interest and quality of work. Continuing this project and collaborating with other schools in the future will determine improvement of communication skills.

Introduction

Rationale

The Internet is a system that connects thousands of computer networks around the world. It began in the United States as a small network of computers in military, research, and academic institutions. With the implementation of advanced protocols in 1983, all computers could communicate as peers so the network began to grow rapidly (Schrum & Berenfeld, 1997). By July of 1995, the Internet had expanded to about 60,000 network connections (Berenfeld, 1996). As more and more people connect to the Internet, it continues to change. There is new information available every day from some new source. "For educators, this revolutionary flow of information forces a rethinking of traditional learning paradigms" (Berenfeld, 1996, 77). Students continue to benefit from teachers and texts as sources of information from which to learn, but easy access to the Internet at school and at home seems to be eroding dependence upon more traditional educational resources. This raises some important questions: Is the Internet, with its communication and information capabilities, an effective resource for use in the classroom? Can its use help students advance their knowledge and skills?

This project addresses the use of the Internet as a communication environment for students of all academic abilities. To identify the need for such a project, a survey was distributed to 105 juniors and seniors at Waverly-Shell Rock High School (Appendix A). Students were asked to

indicate all classes in which they had used the Internet and the various ways they had used the Internet. Figure 1 identifies in which classes students used the Internet. The classes with the highest Internet use among those surveyed were social studies, 96%, and English, 77%. These two curricula areas involve a great deal of research for papers and other projects so it is not surprising that Internet use is high for these courses. This is also evidenced by the fact that 98% of those surveyed indicated they used the Internet in classes for research on a specific topic and 57% indicated use of the Internet to look up information for extra credit assignments (Figure 2). The results of the survey indicate the majority of Internet use is browsing for

Figure 1

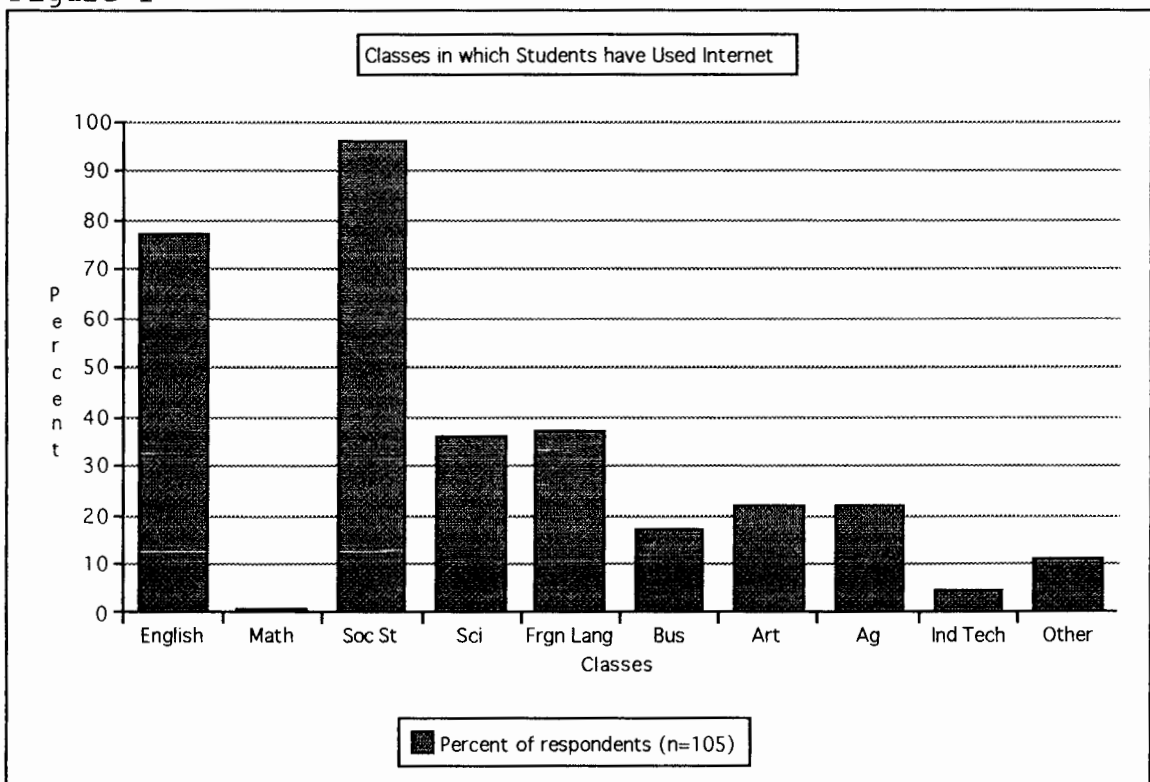
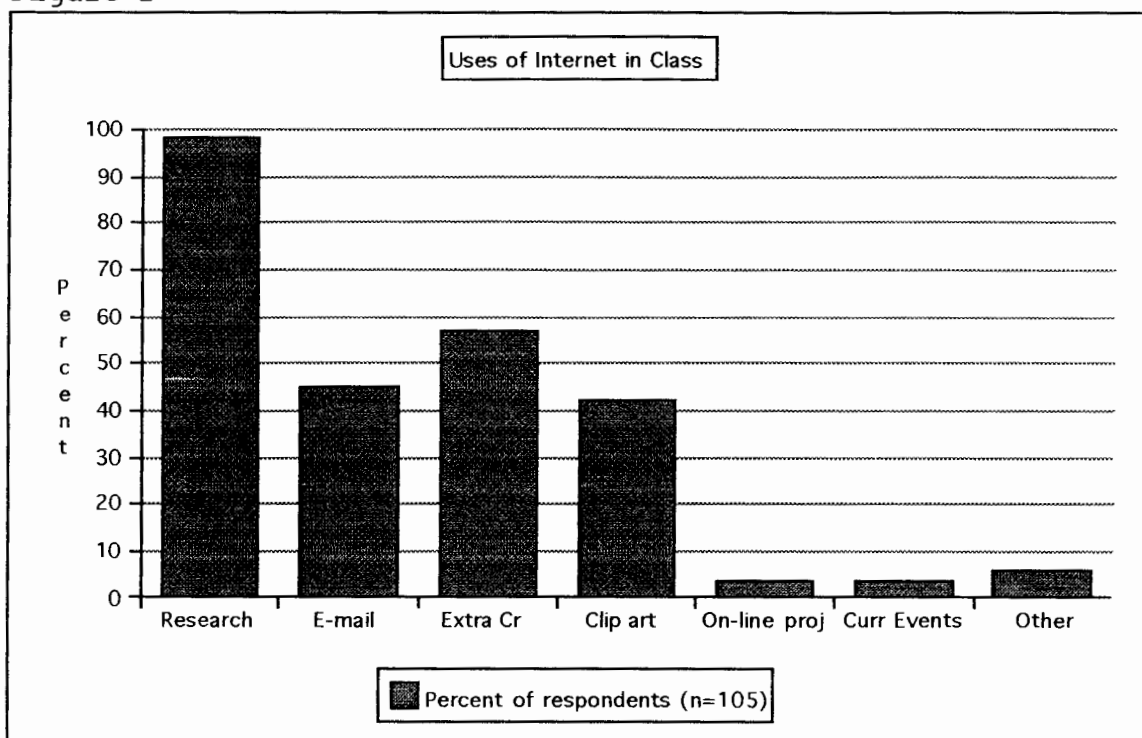


Figure 2



research purposes. The two-way communication element of the Internet is being used far less. Forty-five percent of the students used the Internet for E-mail, but only 29% of the students indicated they sent E-mail to someone outside the school, either for a class project or personal use. This project seeks to examine new ways to use the Internet in this school and, given the potential of the Internet, to support innovative classroom communication and research projects.

Theoretical and Pedagogical Background

This particular project was designed for use in a high school cooperative education (coop.) class. The coop. program is for high school seniors who attend the coop. class daily along with their other classes, and then leave school

for a minimum of two class periods to go to work. The students in the coop. class include mainly at-risk and special education students. Many of them are in the program so they can get out of school early and make some money. Classwork is usually not important to them. This project is an attempt to get these students more enthused about their schoolwork by integrating the use of the Internet into an existing classroom activity.

The project centers around a book written by Foster (1995) in which he shares wisdom gained from discussions with people in various careers and explains how networking was important to their success. In his book, Foster relates stories about some people who dreamed of rather unusual careers and now have jobs in those careers they dreamed about. One person is a professional juggler, another makes food look perfect for photographs. Foster encourages students to follow their dreams, and to find out about people in unusual careers--to begin networking. In the curriculum that goes along with the book, students are to interview someone in their community who they think has an unusual job. The students then present the unusual job to the class. That is where the activity normally ends, and students don't get too excited about it. The theory behind this project is that posting these unusual jobs on the Internet will increase student interest in the activity, resulting in better interviews and better presentation of information learned.

There are several career-related objectives to this project as well. Career preparation is a major component of

the cooperative education program. A skill students need in order to begin and advance their careers is the ability to network with others, whether it is in a business meeting or a public event. So the first objective of this project is that students will learn to interview someone who is unfamiliar to them. Students are often afraid to talk to someone they don't know. However, knowing that the information they gather will be shared with others outside the classroom may make them more willing to ask in-depth questions and follow-up questions so they have enough information to put on the Web site. Once those careers are entered on the Web site along with contacts, it can become another networking source for students.

A second objective of the project is to improve students' communication skills. It will be each student's responsibility to enter the career information into the computer. As they enter information for others to read, hopefully they will want to present it well and use good English skills. This is a very realistic way for students to improve their writing skills.

A third objective of this project is to provide a site that educators may use for a lesson on characteristics of successful employees. The information students post to the Web site will include skills that make a person successful in their job. Typically these are skills that are not specific to one job, such as communication skills or the ability to get along with all types of people. If several jobs on this site list similar skills for success, it can provide evidence

for students that those skills are important, no matter what career a person chooses to pursue.

Methodology

Literature Review

As indicated earlier, the theory behind this project is that students will be more motivated and produce better quality work if they are doing that work for a distant or real audience through the Internet. A study done by Follansbee, Hughes, Pisha, and Stahl (1997) supports the theory that use of online communications will improve the quality of work produced by students. In their study, fourth grade and sixth grade classes were given a unit on civil rights which included several activities and worksheets along with a final research project. The experimental group was allowed to use online communications along with any other resources needed to complete the project. The control group could use computers but did not use online communications. The results of this study indicate that students in the experimental group performed significantly better than the control group in four learning measures: effectiveness of presentation, presentation of a full picture, effectiveness of bringing together different points of view, and completeness of the project. The students in the control group did use computers but they did not go online. Therefore, online communications seem to be the key factor that influenced student performance. In the authors' words, "this offers evidence that using online resources can help students become independent, critical thinkers, able to find

information, organize and evaluate it, and then effectively express their new knowledge and ideas in compelling ways" (Follansbee et al., 1997, 24).

Another study done by Cohen and Riel (1989) supports the idea that writing for a distant audience via the Internet will improve students' communication skills. In their study, they researched the effects of online communication on the writing skills of students. Seventh grade students were given two writing tasks, one written for the teacher to determine their semester grade, the other to share information with others on the InterCultural Learning Network. Students wrote with paper and pencil, but knowing that they would be sharing information with others had an effect on their writing. Those compositions written for a distant audience "were more fluent, better organized, and their ideas were more clearly stated and supported than in those written for a grade" (Cohen & Riel, 1989, 150). These researchers suggest that even a good what if writing assignment with an imaginary audience and purpose will not be able to produce the same high quality of writing as the online environment with its specific audience.

Berenfeld also supports virtual publishing, which he defines as "the ability to make materials available for public distribution via telecommunication networks" (Schrum & Berenfeld, 1997, 46). This includes students publishing their writing on the Internet to be shared with and critiqued by others. Berenfeld (1996) suggests that writing for a real

audience rather than just the teacher provides the students with a real sense of ownership and positive self-esteem.

There are also stories from classroom teachers describing how the use of telecommunications can improve student learning. One excellent example is the Cyber English class at Murry Bergtraum High School in New York City (Brandjes, 1997). An important aspect of this class is virtual publishing and peer review. All students create their own home pages and publish their writing assignments to the World Wide Web. Students read one another's work and provide critiques. In one situation, a student received a review of an essay from another student. However, her critic wrote in incomplete sentences and had a number of spelling errors. So she composed a response to the critic suggesting he check his work more carefully if he was going to criticize others. This kind of exchange teaches students how to communicate with one another in thoughtful, constructive ways.

Project Development

The research indicates that this project integrating the Internet into the classroom would provide various opportunities for learning. But before the project could begin development, Chad Foster had to be contacted regarding copyright issues involved with using his curriculum to develop a Web site. There would be reference to his book and curriculum on the Web site, also. He gave his hearty approval which meant the project could go ahead.

The first component of this project involves integrating the Internet into an existing project to improve communication skills. First, students gathered information from a person who works in an unusual job. Students chose the job and the person to interview, often someone they knew or their parents. An interview form was developed so that each student would gather the same type of information for each job. This also provides some consistency in presenting the information on the Web site.

Once the initial information was gathered, the Web page could be developed. The basic Web page for the unusual jobs was developed by the teacher, but each student was responsible for entering information from their unusual job interview. This method of creating the Web site gives students an opportunity to learn about Web page development and also provides them with an opportunity to work on their writing skills.

The next phase in development of this project was to contact other business education teachers to see if they would like to participate in the project. Using the Network Project Planning Guide (Levin, 1997) as a reference, a proposal was developed to post on the National Business Education Association (NBEA) listserv. Teachers who have used the Foster book and completed unusual job interviews will find an interview form on the Web site and can e-mail the information to a contact at our school for posting to the site. Even teachers who have not used the Foster materials can participate in the project. There are links to Foster's

book online which can be read by students. Then the unusual job interview can be completed and e-mailed to the school. The students in the researcher's class will review the communication from other schools and send return messages acknowledging receipt of any information. This provides students with another opportunity to work on their writing skills.

Project Context and Setting

The focal point of this project was the development of a Web site for unusual jobs. The address for this site is: <http://edtech2.coe.uni.edu/teachers/schultz/unusual>. There is a front page which welcomes browsers and includes a menu to move further into the site. The menu includes a link to the high school Web site and to a page about the course in which this project is used at Waverly-Shell Rock High School. There is also a menu link to a page with more detailed project information, which includes a link to an interview questionnaire for students to use. The project information page also includes a link to Foster's Web site for his book. At this site, students can find chapters that provide background information for the unusual jobs project. The final menu item is a link to a page that begins the unusual jobs. Each individual job has information that was gathered and entered by students. Appendix B includes the current pages of the Web site.

The site is designed with a consistent layout to make it easy to navigate. The menu is situated vertically on the left-hand side of each page. When browsing through unusual

jobs, the complete list of jobs is always available from the menu and one can return to the home page easily. The colors were chosen to represent the idea that this is an unusual site.

To tie this site into the classroom, the teacher must first have the students read Foster's book, or at a minimum the segments about networking and unusual jobs. After reading the book and discussing how to meet strangers, students are to go out into the community and interview someone they believe has an unusual job. There is an interview form on the Web site which can be used to help students get started with questions of the career professional. Once students have gathered their information, they bring it back to the class and enter it onto the Web site. They must enter the information in complete sentences and provide enough information so that a distant reader can understand the job.

The students at Waverly-Shell Rock High School will also be involved in gathering information about unusual jobs from other schools that participate in the project. The students will need to make sure there is enough information about each job. If not, they will need to communicate what is missing with the school that sent the information.

Another class activity can be done that uses this Web site as a resource. Often in career classes or job coop classes students study communication skills that are needed on the job. The students can be assigned to find communication skills that apply to several jobs, and they can

use the unusual jobs Web site along with others to identify common communication skills.

Conclusions and Recommendations

Observations and Findings

This project could be more successful now that the Web site is up and running. Students completed their interviews before the Web site was ready, and as a result there was a lag between the time students did the interviews and the time they entered information on the Web site. This made the project seem a bit disjointed. Since the site was initially created, the instructor has learned more about Web page creation and revised the site so there should be no delays in entering interview information on the Web site.

Other factors affecting the success of the project were the lack of sufficient class time and computer access for all students to enter their information into the computer. The students participating in the project were in a cooperative education program where they worked before or after school, so the only time they could really work on the computer to input information was during class. We tried to have students enter information when they were caught up with classwork and had some free time. However, only one computer had the Web editing software necessary for students to enter their information. As a result of these equipment and time constraints, not all students' information got onto the Web site. To alleviate this problem, the Web editing software needs to be placed on the school network so that all students can enter their information at the same time.

The students who did interviews and entered information on the Web site were asked to complete a survey about the project (Appendix C). When asked if their attitude about gathering information changed from presenting the information only to the class to presenting information on the Web, about half the students said it made no difference. The others all said yes it did make a difference. Some of their comments were: "I felt it was more important;" "You can see the finished product;" and "I wanted to get excellent information for others to see." The instructor also observed that students entered information they learned from the interviewee that was not in their interview notes. The students seemed to feel they needed more information for the Web site.

Students were also asked in the survey if they wrote differently on the Web than on the interview form. They were all instructed to enter their interview information in complete sentences by the teacher. But their written comments on the survey suggested that they wanted the Web to be more presentable and sound interesting which is why they wrote in complete sentences. Even though all the students did not get their unusual jobs entered, those who did learned something about communication from this activity. Their comments at the end of the year suggested that the unusual jobs activity was a good experience for everyone and they enjoyed seeing the final product.

The class used the unusual jobs site near the end of the year to identify communication skills needed in different

jobs. After this activity, students were asked to give feedback on the Web site. They gave many good suggestions for improvement of the site. The students' suggestions for improving the visual appeal of the site included changing the background color so the text is easier to read, and adding graphics to liven it up. Students' suggestions for improving the content of the site were to include quotes or opinions from the workers, where the person went to school, how they came to have the job, more general information about the jobs, and to include more careers on the site. Another suggestion which was discussed in development of the site was to include a fill-in-the blank form on the Web that could be used to enter information about a job. These suggestions will be used to update the site during the next school year. Also, since students have such good ideas, those with Web editing experience will be recruited to help with the changes.

The most disappointing aspect of this project was that no other schools participated in it. A proposal was sent out on the NBEA listserv with only three responses. Two of the responses were from instructors who taught Web page design in class. They sent critiques of the Web site which were helpful. The third person was interested in the project and was sent additional information via e-mail but no response came back. More research needs to be done by the instructor to identify other listservs and Web sites where the project could be posted. The posting should also be done at the beginning of the school year to allow teachers a chance to

plan the activities into their curriculum. The instructor also needs to do a better job of following up on responses from those interested in the project. Messages to encourage participants will help ensure they follow through in sending the unusual jobs information.

Using the Web site for another class activity which required students to use the information on the site also resulted in more critical analysis of their final product. Students demonstrated in their end-of-year comments that they felt there was value in the site but it needs more information. This project will be continued in future years and revisions will be made according to the suggested improvements.

Conclusion

Although this project involved only a few students, the findings seem to support the theory that the use of the Internet can increase student interest in their work and result in higher quality work. The impact on writing skills could not be adequately determined since students wrote only one time--when they posted to the Internet. However, if other schools get involved in the future, students should have more opportunities for improving their communication skills.

The results of this project indicate that the Internet can be a good resource for use in the classroom. It gives students an audience beyond the school for which to publish, leading them to think more carefully about their communication with others and to produce higher quality work.

Through this project, students and teachers should realize that the Internet can be used as more than a tool to look up information on a specific topic. There is great potential for learning with the Internet, and exploring its communication capacity can provide students with many more learning opportunities.

References

Berenfeld, B. (1996, April). Linking students to the infosphere. T.H.E. Journal, 23(9), 76-83.

Brandjes, L. (1997). Teaching writing in a web based classroom: A case study of Ted Nellen's "Cyber English" class. [Online], Available:
<http://mbhs.bergtraum.k12.ny.us/cybereng/lizcyber.html>

Cohen, M. & Riel, M. (1989). The effect of distant audiences on students' writing. American Educational Research Journal, 26(2), 143-159.

Follansbee, S., Hughes, B., Pisha, B., & Stahl, S. (1997). Can online communications improve student performance? Results of a controlled study. ERS Spectrum, 15(1), 15-26.

Foster, C. (1995). Teenagers: Preparing for the Real World, student text and curriculum guide. Lithonia, GA: Rising Books.

Levin, J. (1997). Educational Network Project Planning Assistant. [Online]. Available:
<http://lrs.ed.uiuc.edu/Network-project-guide/>

Rogers, A. (1994). Global literacy in a Gutenberg culture. [On-line]. Available:
<http://www.globalschoolhouse.org/teach/articles/gutenberg.html>

Schrum, L. & Berenfeld, B. (1997). Teaching and Learning in the Information Age: A guide to Educational Telecommunications. Boston, MA: Allyn & Bacon.

Appendix A

STUDENT SURVEY ON INTERNET USE

Current Grade Level: 9 10 11 12

This survey will provide information for a research project being conducted for a Master's degree at UNI. All respondents will remain anonymous. Please respond to the following items and return to Miss Schultz. Thank you.

1. The classes in which I have used the Internet are: (check all that apply)

<input type="checkbox"/> English	<input type="checkbox"/> Business
<input type="checkbox"/> Math	<input type="checkbox"/> Art
<input type="checkbox"/> Social studies	<input type="checkbox"/> Ag
<input type="checkbox"/> Science	<input type="checkbox"/> Industrial Tech
<input type="checkbox"/> Foreign language	<input type="checkbox"/> Other: _____

2. I have used the Internet in these classes to: (check all that apply)

☐ Research a specific topic
☐ Send E-mail to a person outside the school regarding a class project
☐ Send E-mail to the teacher
☐ Look up information for extra credit assignments
☐ Look for clip art or other art
☐ Participate in a project with students from other schools
☐ Other (describe) _____

3. In the space below, please write the major ways in which use of the Internet has affected your learning. You may relate it to communications skills, problem-solving skills, research skills, motivation to learn, your overall learning in a subject area, or anything else which has been impacted by use of the Internet.

4. Are there other ways the Internet could be used in classes? Explain.

Appendix B

- W-SR High School
- MOC Class
- Jobs
- Project Information

Unusual Jobs

If you dream about having a job using your unique talents and interests but haven't heard of a job that fits you, maybe this site will help. After reading Chad Foster's book, Teenagers: Preparing for the Real World, students in the Multi-Occupations Cooperative program learned about people with unusual jobs that fit their unique interests. The students then interviewed someone in the community with a unique job. [Click here](#) to see the jobs they found.

If you are interested in participating in this project and having unusual jobs posted to this site, please e-mail us at the address listed below.

schultzd@waverly-shellrock.k12.ia.us

This site is under construction.

[Unusual Jobs Home](#)

Unusual Jobs

Jobs List

- [Dyno Technician](#)
- [Expedition Technician](#)
- [Library Story Hour](#)
- [Massage Therapist](#)
- [Wedding Consultant](#)
- [Wildlife Rehabilitator](#)

If you have an unusual interest and wonder if you can turn it into a job, this may be the site for you. This site contains information obtained by high school students through informational interviews with persons in unique jobs.

If you know of an unusual job and would like to have it added to this Web site, see the [project information page](#).

[Unusual Jobs Home](#)

Dyno Technician

Jobs List

- [Dyno Technician](#)
- [Expedition Technician](#)
- [Library Story Hour](#)
- [Massage Therapist](#)
- [Wedding Consultant](#)
- [Wildlife Rehabilitator](#)

Job Description:

Background/Education Needed:

Skills Needed to be Successful:

Career Advice to Students:

Contact:

[Unusual Jobs Home](#)

Expedition Technician

Jobs List

- [Dyno Technician](#)
- [Expedition Technician](#)
- [Library Story Hour](#)
- [Massage Therapist](#)
- [Wedding Consultant](#)
- [Wildlife Rehabilitator](#)

Job Description:

An expedition technician is someone who puts all kinds of displays together in museums. For example, the guy I interviewed was putting together a butterfly case at the time. The best part of the job is putting the displays together. A negative part of the job is the pressure that you are under to finish by a deadline.

Background/Education Needed:

Some of the specific things you need to know about this job is knowledge of design, building techniques, labeling, and research. You will need a degree in science.

Skills Needed to be Successful:

Communication skills are an important part of this job. You need to be able to write and label the displays.

Career Advice to Students:

Contact:

William Bisbee, (319) 234-6357

[Unusual Jobs Home](#)

Unusual Jobs Home

Jobs List

- Dyno Technician
- Expedition Technician
- Library Story Hour
- Massage Therapist
- Wedding Consultant
- Wildlife Rehabilitator

Librarian/ Story Hour Leader

Job Description:

A librarian or story hour leader does many things that help the library stay organized; this position helps kids learn more about books and the library. A librarian will do cataloguing, check out books, work on computers and help patrons with finding things. During story hour, they will read to the kids, help them with crafts and teach them to find books throughout the library. This can be a good job because you get to work with kids and talk with all the people in the community. It isn't a good job when you have to get after people to bring their books and movies back.

Background/Education Needed:

It will be helpful if you have experience in filing. Also you should know your alphabet well. Future librarians will probably need more knowledge of computers since they are fast becoming an important tool in the library. You can look up books on them, and use the internet.

Skills Needed to be Successful:

You need good communication skills to be a librarian because people come in everyday and you have to be friendly and help them. You

involved in activities that will help you associate with people. Working with little kids gives you good experience too.

Contact:

Shell Rock Library, Shell Rock, Iowa

Unusual Jobs Home

Massage Therapist

Jobs List

- Dyno Technician
- Expedition Technician
- Library Story Hour
- Massage Therapist
- Wedding Consultant
- Wildlife Rehabilitator

Job Description:

A massage therapist gives massages to people. They can give a full body massage or partial massage. They can relieve stress. The thing that is a positive part of the job is that you are providing a service and you are working with people. The negative part of the job is that it can be tiring.

Background/Education Needed:

To be a massage therapist you need a degree in massage therapy. Some things that you need to know that would be helpful to the job are where the muscles are located, what muscle they are, and the different techniques used.

Skills Needed to be Successful:

You need communication skills because without communicating with people you would have a job. You also need muscle control and be able to work with people.

Career Advice to Students:

A good piece of career advice would be to find what you are interested in and go for it, because you might not get another chance. Another piece of advice is to massage your way to your dreams.

Contact:

Unusual Jobs Home

Wedding Consultant

Jobs List

- Dyno Technician
- Expedition Technician
- Library Story Hour
- Massage Therapist
- Wedding Consultant
- Wildlife Rehabilitator

Job Description:

A wedding consultant helps brides plan their weddings and receptions. They help them select flower arrangements, table decorations, invitations, and any other decorating details. All the brides have different ideas which make the job very interesting for the consultant. The disadvantage of the job is the long Fridays and Saturdays of decorating and setting up weddings.

Background/Education Needed:

There are no educational requirements needed to be a wedding consultant. Some things you should know are how to work with flowers and be updated on the latest decorating ideas and styles for all new brides.

Skills Needed to be Successful:

You need communication skills so you are able to work with all your clients. Communication skills are huge part of being a wedding consultant. Some other skills that would be helpful are having lots of patience, being filled with many new ideas, and open to various decorating styles.

Career Advice to Students:

Take high school seriously and learn all the communication skills possible because it will benefit you in all areas within your career choice.

Contact:

Love and Lace Weddings
120 East Bremer
Waverly, Iowa 50677
(319) 352-0243

[Unusual Jobs Home](#)

Wildlife Rehabilitator

Jobs List

- [Dyno Technician](#)
- [Expedition Technician](#)
- [Library Story Hour](#)
- [Massage Therapist](#)
- [Wedding Consultant](#)
- [Wildlife Rehabilitator](#)

Job Description:

A person in this career rehabilitates wild and domestic animals until they can survive on their own. The best thing about the job is working with the animals and the different experiences with them. The least likeable thing about the job is you have to see the animals go and are not sure if they're o.k.

Background/Education Needed:

You need to know a little background about the animals that we raise. Also, you need to know how to give medication, what medication to use, and how to bottle feed. For education, you gain the information you need from other rehabbers.

Skills Needed to be Successful:

Communication is very important. We have a hotline that people can call if they have found an animal and need instructions on what to do with it. You also need to have patience and a love for animals.

Career Advice to Students:

Go for your goals and try to succeed.

Contact:

beca54@forbin.com

Project Information

- [Jobs Home](#)
- [Jobs List](#)
- [Questionnaire](#)

Objectives for this project include:

- 1) Students learn interview skills.
- 2) Students learn how to gather information and present it to others so it is meaningful.
- 3) Students improve writing skills by publishing information on the Web.

We read Chad Foster's book, [Teenagers: Preparing for the Read World](#), to introduce students to the power of networking. (Unusual job interviews could be done without reading this book.) Unusual job interviews were used to tie in networking and following dreams--doing something you enjoy doing even though it may be a job no one has heard of before.

Students were asked to look around and talk to people to find an unusual job. They used a [questionnaire](#) to gather information about the unusual job they found. They presented this information to the class and entered it on this Web site.

If you are interested in adding to this Web site of unusual jobs, please complete the questionnaire and e-mail it to:

schultzd@waverly-shellrock.k12.ia.us

MOC Unusual Job Interview
Information for Website

Please interview someone with an unusual job and obtain the following information from them:

Job title:

Job description:

What are some of the specific things you need to know to do this job?

What educational background do you need for this job?

Do you think good communication skills are important to your job? Why?

What other skills are necessary to be successful in this job?

What do you like most about your job?

What do you like least about your job?

If you could give one piece of career advice that you thought could really help a high school student, what would it be?

I understand that this information will be posted to the Waverly-Shell Rock High School Internet website as part of a career site that will be maintained by the MOC class. By signing below, I agree to have my name, work address, work phone, and/or e-mail address posted with this career information. I understand that I may contact the high school in the future if I wish to have my name removed from this website.

Signature/Date

Name(print)

Work address

Work phone

E-mail address

Appendix C

MOC STUDENT SURVEY Unusual Job Interview Activity

Please respond to the following questions thoughtfully and write out your responses completely. Your input is important to this Web site activity.

1. How did you feel about interviewing someone with an unusual job?

2. Did you interview someone you knew well or someone you didn't know very well?

3. Initially, you were asked to interview someone and present the information to the class. When you were asked to gather information for the Web site, did it change your attitude about gathering information about an unusual job? Explain.

4. Was your writing different when you wrote out the information on the interview form than when you typed it on the Web page? Why?

5. Would you visit this site in the future for career information? Remember, students from other schools will be adding careers to this site, too.